



Icknield Walk First School

Relationships, Sex and Health Education Policy (PSHE)

This policy was produced in consultation with the school community.

Definition

Relationships, Sex and Health Education is a lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others. The term 'Relationships and Sex Education' (RSE) recognises that effective education can only take place when children are aware of how quality relationships can be sustained.

Aims

- To ensure children value relationships of all types - whether they be family, close friends or general acquaintances.
- To develop children's ability to communicate with each other and build relationships over time.
- To give children strategies for solving conflicts peacefully.
- To give children strategies for staying safe
- To help children develop good self-esteem and to feel positive about themselves, to build self-confidence in decision making.
- To help children cope with the physical and emotional challenges and changes of growing up.
- To know and understand what constitutes a healthy lifestyle.

We intend to meet these aims through:

- The specific teaching of age appropriate RSE from the Foundation Stage through to Year 4.
- Ensuring that our Relationships, Sex and Health policy meets the needs of all children including those with special educational needs.
- Helping the children understand how their behaviour can affect others.
- Encouraging the children to talk about their feelings.
- Helping the children to observe how our bodies are both similar and different.
- Involving appropriate health care professionals in the education of the children (e.g. the school nurse).
- Ensuring that resources, schemes of work and policies are regularly reviewed and kept up to date.

Teaching

Our teaching fits into three core themes: Health and Wellbeing, Relationships and Living in the Wider World. RSE and Health Education is part of the National Curriculum Science programme, we also teach from the KS1 objectives in the statutory frameworks for RSE and some of the aspects in KS2. In Foundation Stage we teach from the EYFS Statutory Framework and Development Matters in the Early Years Foundation Stage (DFES). We also use guidance from the PHSE Association to support our curriculum. Our local Middle School teaches the work on body changes in puberty and sex, sexuality and sexual health, at the end of KS2. Other aspects such as caring for others, listening to others, working and playing co-operatively, developing a sense of self worth, being aware of others feelings, being healthy and keeping safe are mainly taught in PSHE as well as RE, PE, Computing and sometimes English lessons.

Some children may need a more personalised approach which may be achieved through interventions such as 'Drawing and Talking', and protective behaviours work.

Through planned lessons as well as through wider school activities such as assemblies, Talking Circles, residential trips and having invited guests in to speak, the children are able to develop their ideas, knowledge and skills gradually and appropriately.

More detail on curriculum coverage is available in the curriculum are of the school website.

Dealing with sensitive questions

Most questions raised by children should be responded to in a plain, honest and straightforward manner. If a member of staff feels that it is inappropriate to answer a question in front of the rest of the class then they should arrange to see the child individually, either to answer the question or to explain why they feel that to answer it would be inappropriate. It is good practice to have another member of staff as a witness. It may also be appropriate to share and discuss questions with parents especially if questions are about an area outside of our agreed curriculum.

However we would endeavour to answer all questions sensitively and accurately.

Child Protection and Confidentiality

If at any time a member of staff becomes aware, or suspects, a child might be the victim of some form of abuse they should follow the schools safeguarding procedures.

Assessment

Some aspects of sex and relationships education will be assessed through the Science Curriculum. Teachers assess the children's work in PSHE both by making informal judgements as they observe them during lessons and by doing formal assessments measured against the specific learning objectives set out in our curriculum planning. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We report achievements of pupils in PSHE to parents each year.

In the E.Y.F.S. assessment is tracked using Development Matters and at the end of Reception the Early Learning Goals.

Resources

We keep a range of resources for PSHE in a central store. Resources that are specific to particular to a year group are kept within the appropriate year group. Some resources are also held by the head teacher.

Roles and Responsibilities

This policy will be monitored by the Governors, Head Teacher and Subject Leader as appropriate and reviewed every 5 years. Any amendments will be carried out by engaging stakeholders.

Parents' Rights to Withdrawal.

Parents have the right to request that their child be withdrawn from some or all of Sex Education. Any requests must be discussed with the Head Teacher and will be documented. There is no right to withdraw from Health and Relationships Education or from Science.

Date agreed by staff: February 2020

Date agreed by governors: March 2020

Date for review: March 2025

Icknield Walk First School: Long-Term Overview (Also refer to the Science National Curriculum)

	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal hygiene routines	Medicines and household products; drugs common to everyday life

Nursery.					
Autumn Term.		Spring Term.		Summer Term.	
All about me.	Winter Festivals.	On the Move.	Down on the Farm.	Food Glorious Food!	
New beginnings, keeping safe. Developing sense of ourselves, class and school community. Discussing likes/dislikes Discussing people who are important to them (family, friends etc) Talking about things that make them unique	Getting on and falling out. Feelings and emotions. Bonfire night safety Diwali story What festivals and traditions are important to your family? What do we do to mark these celebrations – exchanging gifts, decorating homes etc	Good to be me. Road safety Talk about how we travel to different places and why – what is the best way to travel to...? Talk about transport you have been on and what their favourite transport is.	Good to be me. Talking about personal experiences of farms and farm animals' they have met. Favourite farm animals and why? Animal care: looking after animals – what do they need.	Relationships and feelings, Caring for the environment, caring for animals. Changes and moving on. Talk about how lucky we are to have food, water and the weather to help us grow the food. Talk about what are our favourite food – likes and dislikes What have I enjoyed about being in nursery? What am I looking forward to about reception?	
Reception					
Autumn Term		Spring Term		Summer Term	
Into the Woods	Winter Festivals	People who help us	Animals of the World	Mini-beasts	Fantasy and Adventure
New beginnings, keeping safe. Developing sense of ourselves, class and school community. Caring for people and animals. Classroom rules My special teddy	Getting on and falling out. Feelings and emotions. Understanding others views and traditions. Diwali/Chinese NewYear/Fireworks/ Remembrance and Christmas	Going for goals. Revisiting class rules and routines. Discussing who helps at home and in our community. Discussing how we can help others.	Good to be me. Classroom rules and routines. Opportunities to discuss favourite animals and why. Respecting others opinions.	Relationships and feelings. Caring for the environment. Caring for living things. Understanding what it requires to survive/thrive. Rules and routines.	Changes and moving on. Rules and routines. Confidently and respectfully shares own stories. Able to share, take turns and negotiate, (dressing up clothes and other resources of interest)

Promoting British Values at Icknield Walk First School

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

At Icknield Walk First School these values are reinforced regularly and in the following ways:

Democracy:

Pupils have the opportunity to have their voices heard through our Talking Circles and Pupil questionnaires as well as individual class circle times and discussions.

The Rule of Law:

The importance of Laws and rules includes talking to children about those that we use in school and in our classrooms and laws that we have for our country. We especially focus on this through school assemblies, circle time and when dealing with pupil behaviour. Pupils are taught the value and reasons behind laws, that they govern and protect us.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are taught how to exercise their personal freedom safely for example through our E-Safety and PSHE lessons.

Mutual Respect:

This is a key part of our school ethos. Our behaviour policy also revolves around the core value of ‘Respect’. Our pupils have been part of discussions and assemblies related to what this means and how it is shown. Our respect for others is reiterated through our classroom and learning rules, as well as expected behaviour. It is regarded as essential for all children and demonstrated clearly in the way in which year 4 carry out their SPOT jobs around the school.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions frequently involve these issues. Tolerance is a key theme followed and supported by learning in RE and PSHE